

## **3<sup>RD</sup>-YEAR JAPANESE JUNIOR HIGH SCHOOL STUDENTS: PERCEPTIONS OF NON-COMMUNICATIVE ENGLISH CLASSROOMS**

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### **Introduction**

English education in Japan has history dating back to 1808 when the British ship, HMS Phaeton entered the port of Nagasaki. The Tokugawa government at that time realized that communication in English, among other foreign languages was a necessity for the nation if it were to negotiate on an equal footing with foreigners. By the time of the Meiji Restoration English was being taught in order to ‘catch up’ with the west and was being used on entrance exams for higher institutions. (Uchibori, 2014) Currently, English education in Japan has two focuses, English education for practical purposes and English education for entrance examinations. English on entrance exams for high schools and universities has affected the balance between the two aspects, with English education for practical purposes, though admittedly desirable, receiving less application in the classroom. Though vaguely defined, not until 1989 does the Ministry of Education, Culture, Sports, Science, and Technology (MEXT) guidelines first note a requirement of communication. (Uchibori, 2014) As an example of the Japanese government’s understanding of the need for communicative skills, in 2000 the late prime minister Obuchi went as far to say that all people in the 21<sup>st</sup> century should be able to speak English. MEXT guidelines ever since have stated the need for communication in English education as well as the need to include the fostering of an attitude to try to ‘communicate positively’. Individual cities in Japan too have drafted their own local guidelines which reflect the understanding of a need for more communicative teaching practices. This research first reviews communicative goals sections of a 2016 foreign language guidelines of a city in the

Kansai region. Next, as determiners of language use by teachers and students, the methods Japanese teachers of English (JTE) use when teaching vocabulary and grammar, as well as interaction are clarified with the results of a survey completed by 1127 3<sup>rd</sup>-year junior high school students in the city.

## **Research question**

1. Do students' perceptions of JTE teaching methods and classroom interaction positively reflect the communicative language aims sought by the local city board of education?

## **The Local City Guidelines**

The 2016 Junior High School Foreign Language Guidelines for the city in question is written in a quite lengthy style and is often repetitive in its wording. The entire guidelines is made up of 7 sections. Section 1 has 4 subsections; 1.1 through 1.4. Subsections 1.1 and 1.2 which deal with overall educational policy and revisions made in 2008, as well as the whole of Section 2 and Section 3 detailing lesson planning policy will not be covered. For brevity, subsections 1.3 and 1.4, concerning the goals of language attainment goals for junior high school students will be translated. Sections 4 through 7 will be also be summarized to give an overall picture of the rigidity and meticulous nature of the guidelines. Below is a direct translation of the guidelines.

### **Section 1.3 Contents of Foreign Language Subject Goals, and How to Mark Foreign Language Subject Goals**

Through foreign language, the understanding of language and culture, promote an attitude for a desire to communicate using the four language skills of listening, speaking, reading, and writing.

## How to Mark

Interest, Desire, and Attitude for Communication	Ability to Perform in a Foreign language	Ability to Understand a Foreign language	Knowledge and Understanding of Culture and Language
To have an interested in communication, language activities should be carried out to communicate	Speaking and writing in a foreign language, one should express their own thoughts	Listening and reading a foreign language, be able to understand what another says or writes	Through foreign language study understand and apply oneself to understand culture

## Section 1.4

This section reviews the four language skills individually and specifically details what the aims are for each particular language skill. It is interesting that in this section English, and not foreign language is written. Most ‘foreign language’ classes at junior high school are for English, since this is the language primarily tested on entrance exams for high school as well universities.

1. To be able to listen to elementary English and understand a speaker’s intent
2. To be able to verbally express one’s own thoughts in elementary English
3. To be able to read and get the gist of what someone has written in elementary English
4. To be able to express one’s own thoughts in elementary written English

## Listening:

- ~to understand features of accent, intonation, and pauses to correctly understand a speaker’s intent
- ~to listen to a naturally spoken question and offer a correct answer

- ~to listen to a question or request and give a proper response
- ~show understanding of a questions by confirming information with the speaker
- ~to listen to a story or something long and get the gist.

**Speaking:**

- ~to show the ability to use correct pronunciation
- ~to express one's own opinion correctly so that the listener understands
- ~to be able to read or listen and offer correctly spoken answers or opinions
- ~to be able to use devices to continue a conversation
- ~to and be able to give a simple speech

**Reading:**

- ~to be able to read correctly
- ~to be able to read out loud correctly
- ~to be able to summarize the important parts of a reading
- ~to be able to understand the intent of a written message or letter and respond correctly
- ~to be able to write an impression of a speaker's or writer's opinion

**Writing:**

- ~to be able to write correctly
- ~to be able to write down spoken language
- ~to be able to take a memo of what is heard or read
- ~to be able to write one's own feeling about a familiar place, event, or experience
- ~to be able to carefully write one's own thinking or feelings so that a reader can understand

**Section 4**

This section is made of three chart schedules, one for each grade year; 1st through 3<sup>rd</sup>. Each month of the school year is listed with the

unit and its title in the prescribed textbook, NEW HORIZON. The number of hours of instruction each unit should be allowed, and the grammar point being covered are also listed.

Following the monthly schedule is a “Can-Do List” chart for each grade level. Each grade level chart is divided into 16 boxes, 4 time-sequenced boxes for each language skill depicting what students should be able to do after covering a particular amount of the textbook. Below, the grade 3 end-year boxes have been translated.

Speaking	Writing	Listening	Reading
* be able to speak one's feeling or opinion, and be able to ask questions about to something heard or read  * according to one's own chosen theme be able to give a speech	* be able to write one's own thoughts about various subjects correctly including its significance in more than five sentences	* be able to listen to English in varying situations so as to be able to give responses to the speaker and be able to understand the speaker's point or intent	* to be able to read a story or biography, article, explanation, etc. and be able to speak one's own opinion and be able to choose the important points from a reading

## Section 5

Section 5 is a chart listing which specific units of the textbook, NEW HORIZON, are to be covered in which month, and what teachers should teach in each unit with regards to communication, foreign language expressions, understanding of foreign language, and knowledge and understanding of ‘language and culture’.

## Section 6

Section is detailed by what should be covered in each individual

unit. It also specifies how each of the 4 points listed on section 5; communication, understanding of foreign language expressions, understanding of foreign language, and knowledge and understanding of 'language and culture' should be achieved.

## Section 7

This one-page section merely outlines an example lesson plan but gives no methods as to how to carry out the aims it states, which are in fact restatements of sections 1.4 and 4.

The guidelines are meticulous in not only what the students are expected to achieve, which can be seen as a positive, but also in the schedule teachers are to keep. But for its all its specificity, lengthy sentences, and detailed scheduling and goals, there is little mention of how teachers are expected to accomplish the aims. Many of the goals can be characterized as communicative language teaching (CLT) which focuses on function rather than form (Savignon & Wang, 2003; Nishino, 2008). One of the goals of CLT is to increase learners' communicative competence. This implies that learners will practice what they learn and move beyond merely being trained to recognize lexicon and grammatical structures. There are several problematic areas that contribute to communicative practices not taking place in the classroom. Teachers unfamiliarity or misinterpretation of CLT, lack of confidence in their own English abilities, pressure from the schedule to cover prescribed material, as well as the need to ensure students pass exams. (Sakui, 2004, Nishino, 2008, Otani, 2013)

## Survey Methods

Gaining direct access to public junior high students for research purposes in Japan is not always an easy endeavor. In this case, was I was fortunate to have been introduced to an assistant language teacher (ALT) coordinator working at the city board of education in the Kansai region. A draft of the questionnaire, (Appendix A) for 3<sup>rd</sup>-year students in both English and Japanese was reviewed by an official at the local

board of education and I was subsequently provided with the contact information of 10 junior high school principals within the city to carry out the survey. Each of the 10 school principals was contacted directly and scheduled times to visit and present the questionnaire, and explain my purpose were made. To do this, Japanese speaking ability was a must for smoothly and quickly scheduling these meetings. During each visit, the questionnaire was reviewed by either the head English teacher, vice principal, principal, or a combination among them. The questionnaire was purposefully limited to 5 questions and written in Japanese that 3<sup>rd</sup>-year junior high school students would have no problem understanding. Self-addressed, stamped folders were left with each participating school so that completed questionnaires could be returned once finished.

Once data was collected and tallied, excel graphs of results for each individual school were returned and addressed to the principals. Within this letter, a second request to interview one English teacher at each school, and observe a class was enclosed. Five schools accepted the request and appointments were again made by phone. The follow-up visits included brief 10-minute interviews and classroom teaching observations of 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup>-year classes. These interviews and classroom visits helped to gain a better understanding of how much and at what time English was being used in the classroom by both teachers and students.

## **Vocabulary and junior high school students**

Vocabulary is an essential part of learning a second language and is emphasized, to varying degrees, in the foreign language guidelines of local boards of education. The way it is taught can have an effect on whether students retain knowledge and whether or not they will be able to make use of what they have learned. (Schmitt, 2000, p. 55) states that, “lexical knowledge is central to communicative competence and to the acquisition of a second language”. (Nation, 2001) describes knowledge

and vocabulary as having a complimentary relationship where vocabulary enables language use and language use leads to an increase in vocabulary knowledge. The key point here is the fact that language use is a necessity. It had been observed that students spend an inordinate amount of time memorizing and translating words from or into their L1 and less time using and experimenting with the words they have learned. (Ruegg 2007, p. 107) points out, that translation-heavy type instruction lead to junior high school students scoring low on the comprehension version of her experimental test where understanding words in context was necessary. An abundance of words simply translated and taught in a decontextualized fashion puts students at a disadvantage when it comes to understanding words in varied contexts. (Table 1) indicates students' perceptions of how they are being taught vocabulary. Nearly 3 of 4 students perceived translation to be their JTE's method of teaching. This fact also points out a discrepancy between with the national guidelines (MEXT, 2012) which state that classes should be 'in principle' carried out in English. This is not to say that translation is not necessary, but that rather a more varied approach might benefit students' communicative abilities.

(Nation, 2001, pp. 63-70) refers to a three step process for learning vocabulary where the first is to notice, followed by retrieval, and finally usage. (Ruegg 2007, p. 207) also argues that, though the number of vocabulary required has been decreasing in recent years at the junior high school level, (Hasegawa, Chujo, Nishigaki, 2008), students remain at a basic level because of the lack of opportunity to use words both receptively and productively. Receptive vocabulary are words that a learner can recognize when they are used in context but have difficulty producing. Productive vocabulary are words that a learner can both understand and use when speaking or writing. A more focused approach to production would need to receive its due amount of time in the classroom if the local city guideline's goals are to be achieved.



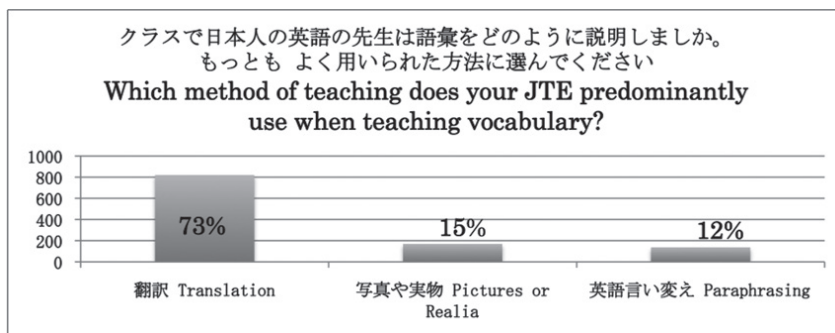
## Grammar and junior high school students

Grammar too, has been a large part of Japanese junior high school English education. It has traditionally been taught using the grammar-translation method. This methodology can be traced back to the questions on many university entrance exams which require detailed translation from Japanese to English or English to Japanese. And rather than focusing on communication as the guidelines have emphasized, it is disproportionally the method used by JTEs. This concern for the entrance exam English undoubtedly extends to the junior high school classrooms. (Hato, 2005, pg. 36) mentions that an overemphasis on grammatical knowledge has led to a lack of communicative ability in English among Japanese English language learners. A second reason the grammar-translation method is prominent in Japanese junior high schools is that many teachers themselves were taught using this method and therefore feel comfortable with it. Many teachers may also feel there no other way to teach grammar other than to translate it with limited time. (Celcia-Murcia, 2007) argues that teachers need to be careful to not teach grammar “for grammar’s sake” but rather teach it as a means to reach communicative proficiency.

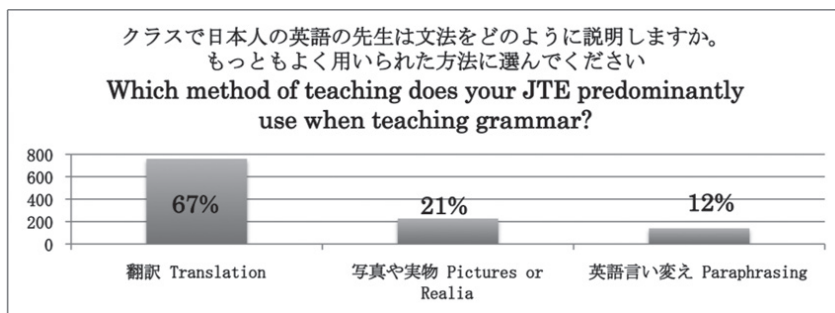
There are two approaches to teaching grammar; deductive where grammar rules are explicitly explained in a learner’s L1, (Nunan & Lamb, 1996), and inductive, where learners may be presented examples sentences containing a certain grammar point and are asked to “notice” the form rather than being presented with explicitly. (Ellis, 2005) Though explicitly teaching of grammatical rules is an efficient way of presenting learners with new information, it often involves a teacher-centered style which is considered less effective for the cultivation of communication skills. (Hosoki, 2011) Unless there are opportunities for learners to make use of what they have learned, merely understanding the rules of grammar will do little other than help them recognize segments of language, but not produce it. Students’ perceptions reflected in (Table 2) make evident that translation and teacher-centered methods are overwhelmingly the method of choice of JTEs within the city in

question.

**Table 1**



**Table 2**



## Input and interaction, and Japanese junior high school students

Input, its role, and the way it is processed by learners has been discussed by many in the field of SLA. (Doughty & Long, 2003, Ellis 1997, Gass 1997). And despite differences in behaviorist models, which emphasize the role of the environment, mentalist models which emphasize input as simply being a necessity to trigger what is innate, and interactionists which consider both input and internal processing as necessary for SLA, all theories in varying degrees, consider input to be an essential component of SLA. (Ellis, 2008) Stephen Krashen's input

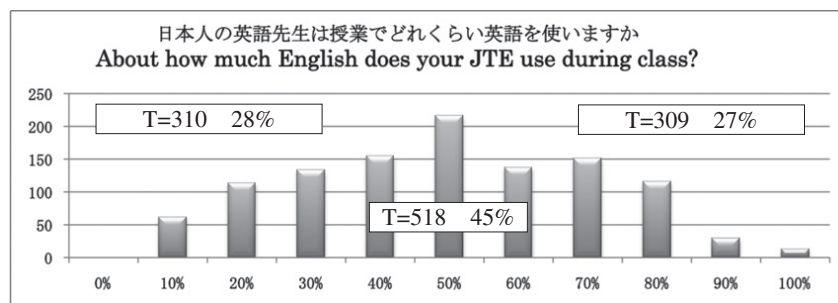
hypothesis (Krashen 1981, 1985) posed that learners need to be exposed to comprehensible input plus forms that are a little more advanced than their current interlanguage, *i plus 1*. Adding to the input hypothesis, (Long 1983, 1985) argues that learners acquire language, not only through comprehensible input, but also through a number of possible modifications made through discourse (speaking). These modifications can take the form of confirmation checks, modified speech from an interlocutor, and particulars of negotiated interaction. (Swain, 1985) also points to comprehensible output as a contributing factor for second language acquisition (SLA). Comprehensible output takes place when communicative demands are placed on the learner to produce language that can be understood. The process of making mistakes and self-correcting is an important part of learning a second language and would aid young Japanese English language learners when given the opportunity to use structures they learn.

For most Japanese junior high school students, the English input they receive may be limited to that in their classrooms with the majority of that coming directly from the teacher. Students' perceptions illustrated in (Table 3) indicate students are receiving a fair amount of English input from their JTE. Nearly half of the students felt that their JTE spoke English 40-60% of the time. This is revealing given the results from (Tables 1 & 2) which indicate translation being used around 70% of the time for vocabulary and grammar explanations. Through classroom observations, it has been observed that much of what is said in English by the JTE, is often mirrored by a Japanese translation. It can be concluded that a fair amount of English is being spoken by JTEs but Japanese is spoken with nearly equal measure.

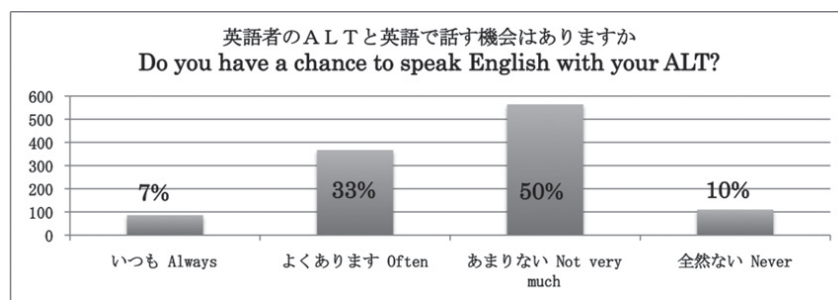
The classroom may be also the only time a junior high school student can interact in English. This means the opportunity to hear oneself speak, hear peers' responses, attempt to fill in gaps in information, clarify information, experiment with language, and negotiate for meaning. Considering the possible interlocutors in the classroom; the JTE, assistant language teacher (ALT), and fellow classmates, these three possi-

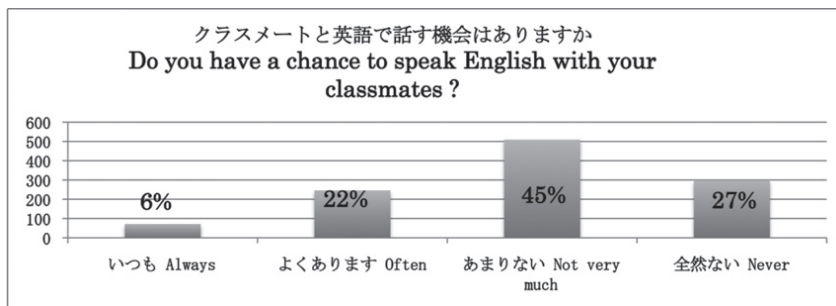
bilities were presented to the participants as choices on the questionnaire. (Tables 4 & 5) illustrate the perception students had about interaction in their classroom. Results are varied and though a large portion of students are able to interact with their teachers and classmates, a larger percentage of students do not. 2 of 3 students reported little to no interaction in English with their teacher and nearly 3 of 4 students indicated they have little or no chance to speak English with their classmates. Over one quarter of the students reported no interaction what so ever.

**Table 3**



**Table 4**



**Table 5**

## 5 Classroom observations

Three different grade levels at five different schools were observed. Attention was paid to vocabulary and grammar teaching methods as well as English interaction among students.

### Class 1 grade 2

2:20~2:35 The class began with the whole class standing and the teacher asking sentences or phrases to be translated from English to Japanese or vice versa. Once one student answered correctly, that row of students was allowed to sit and work on written 'fill-in-the-blank' review material.

2:35~3:00 The next activity mimicked the first only this time the teacher held up and read a sentence from a large flashcard, in English or Japanese, in a very fast voice. These sentences were from previous textbooks lesson.

Next, only one row of students was required to stand, and only after each member of that row correctly translated the card held up, was the whole row allowed to sit down and continue working on review material or quietly read the conversation with a partner. The whole row of students was forced to stand until every mem-

ber of the row had made a correct translation.

3:00~3:05 Finally, a video was shown of the actual conversation between two young girls talking on the phone, after which one student was selected to read the conversation in the front of class while the rest repeated the sentences. The class ended with a homework sheet being passed out which required translating both English to Japanese and vice versa.

### Comments:

Before having a chance to see the actual conversation in the textbook, was I unaware of the relation between some of the words and phrases being translated. (*Just a second, What's up, ~some other time, neighbor, ~look after, ~warm, Why don't you?, ~speak to, fine*)

Except for the final five-minute video, the class was entirely teacher-centered focusing solely on the translation of phrases and sentences. Students seemed to have the opportunity read a conversation to each other, but not all did this, possibly because they had not completed a paper assignment many were working on.

**Language used to teach vocabulary or grammar:** Japanese

**Language used for other classroom directions:** Japanese

**Interaction in English:** Completely teacher-centered with little interaction

### Class 2 grade 1

2:20~2:40 As class began, the whole class stood and the teacher asked one student in each row a phrase, word, or short sentence to translate. Once translated correctly the whole row was able to sit. The whole row was subject to the answer of one individual. Students were required to translate English to Japanese and Japanese to English.

2:40~3:05 The teacher made use of TV screen to display verb conjugation. ex. *play ~ plays* (ズ) or *want ~ wants* (ツ) The teacher said both forms of the verb with the students repeating the

second form of the verb. The katakana seemed intended to help students understand the pronunciation of the suffix.

The next screen displayed a basketball with the sentence

( *Does he play x basketball?* )

The teacher had the students repeat after him four times and then changed the screen to the answer

( *Yes, he **does**.* 『はい。』 )

The next screen was completely in Japanese,

( 『彼はネズミが好きですか。』 と、たずねる時 ) ,

*What do you say when you want to say ~ ( Does he like mice? )*

After which the teacher explained the difference between mouse and its plural mice on the blackboard.

The next use of the screen seem to confuse the students. The teacher ran some software which automatically flashed words in a sequence of three screens with an accompanying voice which the teacher repeating after it, walking around the classroom also encouraging the students to repeat. The three flashes were in the following order.

ex. 『1. weekend の複数形』 / 2. weekends / 3. 週末』

Each time one of the screens flashed, the recording voiced ‘week-ends’.

About half of the students’ attention span is faded with the constant repetitive translation of single words and phrases by the teacher and flashing words on the screen.

The class ended with a recording of a woman’s voice asking and answering its own questions.

*ex. Does she play the guitar? / No, she doesn't.*

**Comments:**

This was a very teacher-centered class. The only time students had the chance to speak was when repeating after the teacher. The repetitive nature of translation as well as the 'repeat after the teacher' drills had many students losing interest. This class was an example of what (Yamamoto, 2002) points to as two facts that contribute to the decline in students' English ability; one is the teaching of English through Japanese and the other is the students' approach to learning English as if trying to solve a puzzle.

**Language used to teach vocabulary or grammar:** Entirely English to Japanese translation

**Language used for other classroom directions:** Japanese

**Interaction in English:** Teacher-centered with no interaction

**Class 3 grade 1**

**1:15~1:30** The teacher held up flash cards in English and Japanese and one row of students stood to answer while others are wrote in their notebooks waiting for their row's turn to stand. The teacher spoke extremely fast in English or Japanese, the sentence or phrase which was written on the large flashcard. Each student in each row had a chance to translate the phrase or sentence written on the teacher-held card.

**1:30~1:45** Students were asked to repeat a short conversation after the teacher three times. Then the teacher read part A and students read B part of a textbook conversation and then switched. After which students were able to read the conversation parts in pairs, but only once. After paired-reading, one student was selected to read the entire conversation alone in front of class.

**1:45~1:55** The teacher made use of large TV monitor with a split



screen. On one side there was a question written in Japanese, while the answer was written in English on the other side. After more Japanese explanation of the grammar point from the teacher, a worksheet requiring translation of words and sentences from English to Japanese was passed out.

**Comments:**

This was the third class where a teacher-centered flashcard translation drill was used at the beginning of the class. The drill inherently leaves a majority of the students with little to do except work on worksheets and wait for their turn to stand.

**Language used to teach vocabulary or grammar:** All English to Japanese or Japanese to English

**Language used for other classroom directions:** Japanese

**Interaction in English:** Teacher-centered with no interaction

**Class 4: Grade 2**

**9:50~10:20** The class began with the teacher asking students, “Can you show me your homework, please?” And then commented, “It was really cold this morning.”

He then asked the students to speak to another student sitting nearby and ask, “How was your weekend?” Additionally they were asked to have at least 5 exchanges between. He then turned on some background music and allowed the students to speak to a partner.

Most students softly questioned each other and were able to successfully complete a few exchanges. After a few minutes, the teacher stopped the students and asked them if they were successful in making up to 5 exchanges or not. He then asked them if they said, “Did you ask, “What did you do or Who did you meet?” Then he said, “Let’s try it again.” The teacher then turned on the background music and allowed the students to

Speak freely again.

Next students quizzed each other on translating English words into Japanese. One of the pair held the paper with the translation answer, while the other attempted to correctly answer the English word spoken by the other.

The teacher then read sentences from the text and had the students repeat after him. He then turned to a page with a photo of a famous person and asked the students, “Is this a good picture?” “Who is the political leader of Japan?” “Who is the political leader of USA?” “Who was the political leader in the EDO era?”

**10:20~10:40** With a brief amount of Japanese the teacher gave some explanation of the textbook and then played a recording of an English conversation from textbook, but curiously had a question and answer session about the conversation in Japanese.

Students then read the conversation in pairs and switched roles once. Then the students were instructed to have one of the pair read one line from the conversation and the partner translate it into Japanese. Students took turns doing this until both had a chance to translate the conversation. Next the teacher had the entire class repeat the conversation after him, before allowing them to read in pairs once again.

### **Comments:**

The teacher created a calm atmosphere from the beginning. The students, it seemed, were used to this style and were unconcerned about having an observer in the classroom.

The teacher also gave students more than one chance to attempt a speaking task at the beginning of the class and allowed interaction to take place. The remainder of the lesson though however, in English, turned to classic ‘repeat after me’ and translation type activities.

**Language used to teach vocabulary or grammar:** Almost entirely in English

**Language used for other classroom directions:** English

**Interaction in English:** Yes, interaction between students was encouraged.

### **Class 5: Grade 3 (Demonstration lesson)**

**There were attendees from the local board of education as well as English teachers from neighboring junior high schools and elementary schools.**

**2:15~2:30** Students were put into pairs and prompted to ‘discuss’ why they do or don’t like taking the train. This ‘warm up’ didn’t last because students seemed not only not know what to say, as much as what to do. Students then played a vocabulary card matching game in groups of 4.

**2:30~45** Students individually went around the classroom matching phrases with posters displaying the corresponding rude train behavior written on the card. There were several spelling and grammatical mistakes on some of the cards.

**2:45~55** In groups of 4, Students were asked to speak freely about their opinions concerning behavior on the train. The students were again, at a loss as to what they should be saying and the atmosphere went flat. To counter the silence, several times the teacher asked and answered her own questions.

**2:55~3:00** The teacher called on students individually to express their opinions about riding the train. When they are unable to answer, the teacher again answered for them.

**3:00~3:05** Students receive handouts and class finished.

**Comments:**

The class, though conducted entirely in English, was driven completely by the teacher who was very energetic, seemingly to counter the lethargy of the students. Students had little to no modeling from the teacher. And though they may have been aware of what the teacher wanted them to do and say, had no means to do it. It seemed new to them to have to suddenly speak English to one another.

**Language used to teach vocabulary or grammar:** Almost entirely in English

**Language used for other classroom directions:** English

**Interaction in English:** Teacher-centered with no interaction

**Conclusion**

The national and local city foreign language guidelines, despite their extensive and detailed lists of goals calling for communicative language teaching in junior high schools have left gaps in educating teachers about CLT and how to be implement it. Classroom observations and students' perceptions of the type and amount of language being used in the classroom also reveal the call for communicative teaching practices are being unheeded. Reasons junior high school English classrooms in Japan are not communicative cannot be blamed solely on teachers however. Class observations and short interviews made it clear there is no lack of enthusiasm among teachers for improving teaching methods. It has more to do with pressure to follow strict schedules in the guidelines, the need to prepare students for exams, lack of time to implement more language exchange activities, and too, a lack of confidence in teachers' own English ability. Unless English teachers are supplied with adequate CLT training, improve their own English proficiency, and allowed time to structure lessons that require more language usage among their students, it seems reaching the foreign language goals requiring real communication among junior high school students will continue to be difficult to attain.

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## Appendix A

### 英語の授業について中学の三年生のアンケート

あてはまるものに、○をつけてください

1. (日本人の英語の先生は授業でどれくらい英語を使いますか。)

10%   20%   30%   40%   50%   60%   70%   80%   90%   100%

2. (クラスメートと英語で話す機会がありますか。)

いつも      よくあります      あまりない      全然ない

3. (英語者の ALT と英語で話す機会がありますか)

いつも      よくあります      あまりない      全然ない

4. (クラスで日本人の英語の先生は語彙をどのように説明しましたか。

もっともよく用いられた方法を選んでください。)

(翻訳)              (写真や実物)              (英語言い換え)

5. (クラスで日本人の英語の先生は文法をどのように説明しましたか。

もっともよく用いられた方法を選んでください。)

(翻訳)              (写真や実物)              (英語言い換え)

ご協力ありがとうございました。

